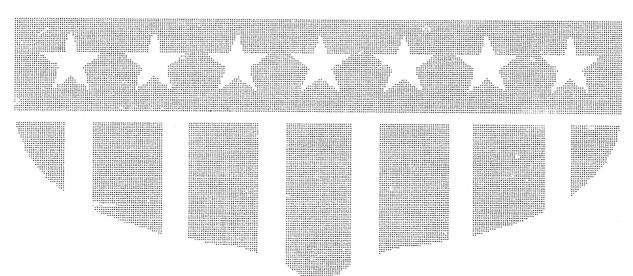
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# MISSION TO PAKISTAN AND AFGHANISTAN

# PROJECT ASSISTANCE COMPLETION REPORT

Development Support Training (391-0474)



Submitted by Social Sector Programs Division
April 1995

# United States Agency for International Development Mission for Pakistan and Afghanistan

# PROJECT ASSISTANCE COMPLETION REPORT (PACR) DEVELOPMENT SUPPORT TRAINING (391-0474)

SOCIAL SECTOR PROGRAMS DIVISION

**April 1995** 

#### LIST OF ACRONYMS

ADL - Arthur D. Little

AED - Academy for Educational Development

CIELS - Center for Intensive English Language Studies

DSTP - Development Support Training Project

Example Affairs and Statistics Division

EA&SD - Economic Affairs and Statistics Division
EIL - Experiment in International Living

ESL - English as a Second Language

GASI - Government Administrative Staff Improvement

GOP - Government of Pakistan

HRD - Human Resources Development

IEAP - Intensive English for Academic Purposes

LOP - Life of Project (funding)

LUMS - Lahore University of Management Sciences
NIPA - National Institute of Public Administration

NMF - National Management Foundation

NWFP - Northwest Frontier Province

PACD - Project Assistance Completion Date
PIM - Pakistan Institute of Management

PIO/Ps - Project Implementation Order/Participants

PTDS - Participant Training Data System

TOEFL - Test of English as a Second Language

USAID - United States Agency for International Development

YIPS - Youth Investment Program

#### PROJECT ASSISTANCE COMPLETION REPORT

# DEVELOPMENT SUPPORT TRAINING (DST) PROJECT (391-0474) April, 1995

#### I. BASIC PROJECT DATA

Project Title	Development Support Training				
Project Number	391-0474				
Project Officer	Babar Hussain Khan/Amjad Pervaiz				
Date of Authorization	March 15, 1983				
Date of Agreement	April 7, 1983				
Original PACD	March 31, 1988				
Revised PACD	December 31, 1994				
Amount Authorized	\$119.0 Million				
Amount Obligated	\$ 99.228 Million (03/31/95)				
Amount Expended	\$99.227 Million (03/31/95)				
Implementing Agency	Economic Affairs and Statistics Division				
	(EA&SD), Government of Pakistan				
Technical Assistance Contractors	Academy for Educational Development (AED)				
	(Prime)				
	Experiment in International Living (EIL)				
	Arthur D. Little (ADL)				

### II. PROJECT GOAL AND PURPOSE

#### A. Goal

The broad sector goals to which this project contributed were to: (1) meet the economic and social needs of Pakistan's people through improved planning, administration, and implementation of development projects; and (2) permit the more effective participation of the private sector in Pakistan's economy. The project had three areas of concentration: (1) the careful tailoring of courses in management and administration to meet the needs of specific public sector agencies and departments; (2) the inclusion of private sector individuals in both in-country and overseas training opportunities; and (3) emphasis on the relatively less-developed provinces in Pakistan, namely the Northwest Frontier (NWF) and Balochistan, and on women.

B. Purpose

The purpose of the project was to upgrade the managerial and technical expertise of Pakistanis in the public and private sectors who are involved in the planning, development and implementation of Pakistan's priority social and economic development programs, and to support participant training being provided by other USAID financed projects. However, in June 1990, the project was redesigned under Phase II in order to divert its focus on the social and private sectors. Hence, the changed project purpose during Phase II was to help upgrade the managerial and technical expertise of Pakistanis in the fields of health, education and the private sector.

#### III. BACKGROUND

Since its birth as a nation in 1947, following the partition of British India, and continuing on through the years to the present, Pakistan has been plagued with a dearth of well-trained and experienced senior civil servants. At the time of partition only 100 members of the elite Indian Civil Service and Indian Police Service elected to opt for Pakistan. However, since the 1950s the Government of Pakistan (GOP) has taken a number of steps to build managerial competence of its officials through both overseas and in-country training. The latter type of training became possible following the creation in Pakistan of a network of educational and training institutions in management and public administration.

USAID played a pivotal role in the institution-building process throughout the late 1950s and early 1960s with funding and technical assistance to the GOP for the establishment of the National Institute of Public Administration (NIPA), in Lahore, Karachi and Dhaka; the Pakistan Administrative Staff College; the Pakistan Academy for Rural Development; the Institute of Business Administration at the University of Karachi; and the Department of Administrative Sciences at the University of the Punjab.

In the period between 1969 and 1980, USAID continued to provide training assistance, but on a reduced scale, for civil servants in the public administration field through the Government Administrative Staff Improvement (GASI) Project. Over the years a stable and development-oriented system of public administration and management had not emerged in Pakistan. Additionally, Pakistan is confronted with severe problems of rapid population growth at 3.1 percent; a tradition-bound education system; structural problems in the economy and national tax system; inadequate agricultural productivity; energy problems; a very low literacy rate (27 percent); a low status and limited mobility for women; and until recently, only a half-hearted commitment to allowing the energy and creativity of the private sector to contribute to national development. The GOP acknowledged the inability of the line departments to adequately identify, design and implement projects as a major constraint to implementing its Five-Year, Special and Annual Development Plans. The absence of training plans was also identified as a

constraint to adequately provide training to its personnel. There was concern about the quality of course offerings and the absence of permanent training staff in many training institutions located in the country. As a result, the GOP has started paying more attention to management training needs.

A U.S. Economic Assistance Negotiating Team led by the USAID Administrator reached agreement with the Government of Pakistan in August 1981 on the size and general composition of a six-year program of economic cooperation beginning in FY 1982. The DST Project was identified during the negotiations as one of the components of the total assistance package. The DST Project for Pakistan was authorized by the USAID/Pakistan Mission Director on March 15, 1983, for five years with a life of project (LOP) funding level of \$10.0 million. The Project Agreement was signed on April 7, 1983. The project's authorization was amended numerous times during its implementation to provide additional funding and time, including the important Fifth Amendment, in September 1988, to finance a 50 percent matching fund for the construction of the Lahore University of Management Sciences (LUMS), before it finally ended on December 31, 1994.

In compliance with the recommendations made by the project evaluations conducted in 1985 and 1988, USAID Mission redesigned the DST Project in June 1990 to help the GOP alleviate shortages of skilled and educated manpower in the critical sectors of health, education and the private sector which are also priority agenda items of the USAID Agency. The redesign efforts also focussed on development of country training plans, monitoring and follow-up systems for participants; increased priority on improving in-country management training, institutionalizing and expanding private sector and women's training programs; and strengthening the English language training program and operations of the Center for Intensive English Language Studies (CIELS).

USAID/Washington imposed the Pressler Amendment on the Pakistan portfolio in late 1990. Under the Amendment, "Useful Units of Assistance" were formulated for each project; LOP amounts were reduced and project completion periods were shortened. In the case of the DST Project, the authorized LOP funding was reduced from \$119 million to \$103 million (a 13.5 percent decrease). However, at the same time, the Project received an obligation of \$8.5 million, constituting the present total LOP amount of \$103.0 million, and an increase of 11 months in its life span by setting the PACD at December 31, 1994. The reduction in the LOP amount of the DST Project as well as many other projects, plus forwarding the PACDs, resulted in the scaling down of planned training activities to the extent that the 1990 Training Plan was not fully accomplished.

#### IV. PROJECT COMPONENTS

The DST Project was a two-phase project: Phase-I covered the period 1983 through 1989 and Phase-II covered 1990 through December 31, 1994. This two-phased approach was a result of recommendations of project evaluations conducted in 1985 and 1989. The Project's Phase-II was designed especially to help the GOP to concentrate on training of its personnel engaged in the critical sectors of health and education, and in the private sector. It recognized the participant training as the most important component of the project. Major project components implemented under each phase are described below:

#### A. PHASE I

Phase-I of the project consisted of three complementary interrelated components: (1) overseas participant training, called the Thomas Jefferson Program, (2) English language training, and (3) in-country management training and institution strengthening.

#### 1. Overseas Participant Training

An important component of the project was to support for overseas training in four general categories: (a) project management, planning, design, implementation, evaluation, and coordination; (b) priority development projects, (c) selected <u>ad hoc</u> technical training in priority development areas, and (d) placement and support of participants under other USAID-financed projects. Overseas training programs were either short-term (less than 12 months) or long-term (one year or longer) in the United States or third countries. While the training of Pakistanis in the U.S. was an integral part of the project, preference was given to short-term over long-term training. The Project used many training institutions located in Asia (third countries) offering training courses relevant to Pakistan. These institutions offered significant flexibility in obtaining appropriate and tailored management programs for public and private sector personnel. Coordination and integration of all training activities were facilities by a U.S. training institution Academy for Educational Development (AED) throughout the life of the project. Special attention was given to identify women and candidates from the provinces of NWF, Balochistan and Sindh.

# 2. English Language Training

Under this component the Project was to develop intensive English as a Second Language (ESL) programs for those individuals requiring English language skills improvement training prior to their pursuing advanced training overseas. Accordingly, the project built on and strengthened already existing language instruction centers since the candidates were required to pass the standard language Test of English as a Second Language (TOEFL) test. An English program was to be developed at three locations for Pakistanis who plan to pursue training and advanced academic courses in the U.S. and in the third countries. The Project established the Center for Intensive English Language (CIELS) training in Islamabad. CIELS had trained all USAID sponsored training (DSTP and other projects). CIELS training included not only English

language training, but also orientation to the U.S. colleges, cross cultural skills and research-study methods.

#### 3. In-Country Management Training and Institution Strengthening

Pakistanis who required more basic and fundamental skills in management attended institutions within Pakistan for short periods of training. Much of the in-country management training was focused on provincial and local level project management. This component worked with over 24 institutions in the public and private sector. Typical courses included project management, research skills, family business development and strategic planning for small enterprises. Pakistani instructors from existing training institutions were heavily involved in the design, development, implementation, and evaluation of the in-country training programs. Over time, this method of training trainers (and the fact that training will be conducted at existing institutions) was intended to strengthen the capability of staff at existing local institutions. This effort supported by the institutional strengthening work of the U.S. long-term and short-term advisors.

#### B. PHASE II

In compliance with the recommendations made in the project evaluations conducted in 1985 and 1989, the DST Project was redesigned in June 1990. The amended project or Phase-II of the Project was launched with a revised strategy to emphasize participant training, especially in the social sectors of health and education and private sector. The modified project description consisted of six major project components: (1) overseas participant training, (2) in-country management training and institution strengthening, (3) English language training, (4) technical assistance/contractor support, (5) commodities, and (6) other costs. A brief description of each of the component follows:

# 1. Overseas Participant Training

Basically, this component was a continuation of overseas long and short term training which was a part of the DSTP Phase I. However, in the amended project this component was treated as the most important element of the project. Seventy-one percent of 399 person-years over the amendment period was projected for long-term and the remainder for short-term training. Further, 90 percent of the slots would go to participants from the social sectors including health and education and/or from the private sector. In short-term training, 45 percent of participants would come from the private sector.

# 2. In-country Management Training and Institution Strengthening

This component was also a continuation of the original project, with an important change. While institutional assistance in Phase-I was predominantly to public institutions, in Phase-II emphasis shifted to working more with the private sector. After the phase-over in 1990 to the new strategy, the only remaining focus public sector institution was NIPA. The Lahore

University of Management Sciences (LUMS) was the foremost private sector institution to receive assistance. The most important activity under this component was to foster the growth and effectiveness of privately-sponsored training institutions and organizations which reach both men and women.

#### 3. English Language Training

The project was to continue its testing and training efforts to upgrade the English language skills and capabilities of Pakistanis who were candidates for participant training in the U.S. It was estimated that approximately 720 Pakistanis would benefit from this component during the amendment period.

## 4. Technical Assistance/Contractor Support

A total of approximately 87 person-years of long-term and approximately 163 person-months of short-term technical assistance would be provided under this component. The contractor would continue to be responsible for the placement and administrative and management support to all USAID-funded project participants, including those under the DST Project and under 21 other projects.

#### 5. Commodities

This component financed procurement of computers for training purposes, video tapes, video recording, and office and other training equipment.

#### 6. Other Costs

Other Costs included approximately three months of short-term technical assistance for evaluation and vehicles, equipment and support services for the contractor's building to support project implementation.

# C. PARTICIPANT TRAINING IN TWO PHASES - GENERAL INFORMATION

# 1. U.S. Training

Training in the U.S. took place in 48 states and the District of Columbia. Only Alaska and Nevada did not receive any participants. The District of Columbia led in number of participants received with 781. Other major receivers were Massachusetts (428), Colorado (392), California (358), Pennsylvania (293), Utah (282), Ohio (256) and Connecticut (243).

# 2. Participant Training in Third Countries

Participant trainees were sent to 33 third countries. Thailand led third countries providing training with 303 participants; Malaysia was second with 121 and the Philippines third with 96.

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The Asian Institute of Technology in Bangkok, with 190 participants, ranked first among third country providers, followed by the Asian Institute of Management in Manila with 39 participants.

Almost half of training provided by third country institutions was in the fields of management; agriculture and rural development.

#### 3. Average Participant Training Program Duration

The average duration for doctoral degrees was less than four years; PhDs in management and engineering took longest, at 53 months. PhDs entailing field research in Pakistan were encouraged and supported by additional grants and typically took longer to accomplish.

Master's degrees averaged less than two years; ARD and engineering degrees took longest on average, at 26 and 25 months respectively.

Short-term training averaged a little over 1.5 months. Engineering programs were the longest, averaging just over two months.

#### 4. Participant Training Costs

In 1994, the cost of the U.S. academic training averaged \$1,750 per person per month; the cost of U.S. technical training \$4,700 per person per month; and the cost of third country technical training \$8,675 per person per month, due to a preponderance of expensive customized programs.

Over the life-of-the-project, the following per person per month averages may be employed for calculating approximate income to states and institutions:

- U.S.-based academic: \$1,664

- U.S.-based technical: \$4,162

- Third country-based technical: \$4,862

#### V. INPUTS

#### A. USAID inputs under the DST Project are reflected in the following table:

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Project Line Item	Original DSTP Budget	Additional through DSTP-II	Total DSTP Budget	Obligations (03/31/95)	Expenditures (03/31/95)
Technical Assistance	23,525	15,070	38,595	34,478	34,476
Training	47,025	16,515	63,540	52,737	52,737
Commodities	3,100	310	3,410	2,604	2,604
Construction	7,750	0	7,750	7,750	7,750
Other Costs	1,600	285	1,885	1,659	1,659
Sub-Total	83,000	32,180	115,180	99,228	99,226
Inflation	0	2,106	2,106	0	0
Contingency	0	1,714	1,714	0	0
GRAND TOTAL	83,000	36,000	119,000	99,228	99,226

Major project inputs are briefly described below:

#### 1. Technical Assistance

The DST Project obligated \$35.22 million to finance costs of technical assistance teams to manage a huge \$103 million participant training program. The program was implemented through the Academy for Educational Development (AED), the prime technical assistance contractor, which remained on board throughout the life of the Project. The AED had subcontracts with Experiment in International Living (LIV) and Arthur D. Little (ADL). Technical assistance was provided under the project to: (1) coordinate and implement project activities; (2) conduct training needs assessments; (3) identify agencies requiring as well as those conducting professional management courses; (4) design and develop professional courses in management and administration; (5) work with local consultants and staff from existing training institutions to present courses through existing training institutions; (6) develop intensive English language programs for those individuals requiring English language skills improvement training prior to their pursuing advanced training overseas; (7) provide placement and support services to participants sent to the U.S. and third countries under other USAID-financed projects; and (8) strengthen selected Pakistani training institutions that are involved in training in the areas of management, planning, administration, and the amount of in-country training commodities in

support of the in-country training programs and the long-term consultants.

#### 2. Construction

In 1988, LUMS approached USAID for help to construct their own permanent campus. With Government approval, USAID granted \$10 million on a matching basis to enable LUMS to construct academic facilities and to procure related furnishings and equipment. Dollars 7.75 million were provided to finance the construction of its campus and \$2.25 million to purchase commodities and meeting some operating costs for three years.

#### 3. Commodities

The DST Project procured commodities in the value of approximately \$3.4 million. This included vehicles, photocopying machines, office computers, video recording and playback equipment, office furniture and training materials for local training institutions, such as NIPA, LUMS, PIM and CIELS.

#### B. ROLES AND RESPONSIBILITIES OF THE GOP AND USAID

#### 1. Government of Pakistan

The Government of Pakistan was represented by the Ministry of Finance, Economic Affairs and Statistics Division (EA&SD) which was responsible for planning, managing and implementing this project. Further, Establishment Division's Training Wing was a major GOP agency working with EA&SD in the implementation of this project. As the principal coordinating agency, EA&SD was also responsible for working very closely with the federal and provincial departments to expedite the processing of candidates to attend both in-country training sessions and overseas training.

#### 2. <u>USAID</u>

USAID was responsible for contracting all technical consultants, working with the staff of the U.S. implementing contractor to arrange for all participant training in the U.S. and third countries, arranging for and providing sufficient staff to participate in scheduled formal project evaluations and providing sufficient staff to work closely with the GOP, provincial governments and private sector agencies to implement the project.

#### VI. PROJECT ACCOMPLISHMENTS

This Project, one of the largest human resources development programs ever undertaken by USAID, has substantially enriched the professional capabilities of the human resource base in Pakistan in both the public and private sectors. The project provided a unique opportunity to Pakistanis for academic and technical training in the U.S. and third countries in the fields of agriculture, public health, education, energy, engineering and other technical fields and in management. It helped create an indigenous pool of human resources for the development of Pakistan. The Project sent 6,661 participant trainees abroad through DSTP and the 21 other USAID-financed projects.

The project helped two national public sector training institutions to build their capacity to deliver quality management training in the public sector, and it provided financial assistance for the establishment of an indigenous management sciences university in the private sector.

The notable accomplishments of the DST Project by component are described in the following paragraphs:

# A. Overseas Participant Training: The Thomas Jefferson Program

### 1. Training Volume and Make-up

Between 1984 and 1994 period, 6,479 Pakistanis completed their training under the Thomas Jefferson Program, of which 1,205 were of Fellows (degree programs) whereas 5,274 were Associates (non-degree programs). The Mission fell short, by one-third, of a 1988 objective to train 10,850 Jefferson participants in this project, owing to curtailment of activity during the Gulf War and subsequent wind-down of the Mission under the Pressler Amendment imposed in 1990.

Academic training constituted four-fifths of all training. Of the 1,205 Fellows, 75 percent earned Master's degrees, 17 percent doctorates and 8 percent undergraduate degrees. Two-thirds of PhDs were in agricultural fields; half of master's degrees were in management fields. Academic training constitutes 73 percent and technical training 27 percent of nearly 36,500 person months training completed as of September 30, 1994.

In the context of the project emphasis on the less-developed provinces, 101 citizens, including 16 women, of Balochistan province earned undergraduate degrees in the U.S. Scholarships initially intended for associate degrees were extended to 35 of the Fellows, including 12 women, who went on to earn bachelor's degrees.

Women constituted 10 percent of participants, achieving the Mission target. One hundred and thirty-six women earned higher degrees, most of them in management fields. Seventeen percent of women participants were from the private sector.

#### 2. Participant Feedback

Eight hundred returned participants responded to a questionnaire covering aspects of their training and its aftermath. The overwhelming majority indicated, with a strong level of affirmation, satisfaction with training placement and post-return use and transfer of training, as well as perceived benefit to their organizations and the national development. A majority of participants indicated that their training have contributed to their professional advancement, as measured by increased income, increased responsibility, or a "better job." Eighty-six percent of participants indicated that they maintain social or professional ties made during their training period.

While over 90 percent of respondents indicated colleagues and supervisors receptive to new ideas, their receptivity apparently is limited or is not universal; 38 percent concede some measure of truth to the assertion that they have been limited in full use of their training by a lack of receptivity to change.

To assertions that (a) bureaucratic impediments, (b) lack of technology, (c) lack of working capital had impeded full use of training, close to half, in each case, responded in the affirmative, with stronger agreement attaching to bureaucratic impediments and lack of capital than to lack of technology.

One out of three participants had moved, or been moved, into a job in which his or her training was of less relevance.

#### 3. Return Rate

As of November 1994, out of 6,661 participants sent abroad, 94 percent (6,261) had been confirmed as returned to Pakistan; 0.2 percent (14) had remained legally in the United States, and 1.4 percent (93) illegally. Despite continuing efforts by the GOP, USAID and AED, the whereabouts of 4.4 percent (293) remained unknown.

# B. English Language Training

The major achievements carried out under the English Language Training Program are described below:

# 1. Center for Intensive English Language Studies (CIELS)

CIELS was founded in January 1986 to provide Intensive English for Academic Purposes (IEAP) tuition to GOP-nominated public sector or private sector Pakistani candidates for USAID-supported participant training. The median age of CIELS students was 34; almost all were male; most were mid-level career civil servants, many of them from the agriculture sector. Entry into the CIELS program required a minimum Test of English as a Second Language (TOEFL) score of 440 as experience had shown this level was necessary to reach in one session the level needed

for U.S. graduate schools.

CIELS held 29 sessions during its life, each session eighty to ten weeks long. Students attended six hours of class per day, five days per week. The average number of students per class was 10-12, and there were five classes in each session. The CIELS curriculum reflected a balance of learning activities to meet a two-fold goal: (1) increasing English language proficiency as measured by TOEFL so that students are eligible for admission to training programs, and (2) preparing students for a successful academic experience in their U.S. training programs. The curriculum was divided into four skill areas: structure, reading, listening/speaking, and writing. Orientation to the American society and values and to academic life in the United States was addressed in the program both in specific, separate modules and integrated into regular classroom materials.

During the five and a half year period, 1,418 participant trainees took part in the CIELS program. From 24 to 58 percent of each session's trainees qualified for their nominated level of study (500 for non-degree, 530 for Master's and 550 for PhD programs), with a life-of-program average of 36 percent. From 34 to 84 percent of each session's trainees gained an average 3+ points per week in TOEFL score (61 percent over the life-of-program). While these success rates seem low, they compare favorably with point gain averages in similar programs in the U.S.

#### 2. Institutional TOEFL Program

The institutional TOEFL program was established in February 1984 to screen USAID-sponsored candidates for academic and technical training in the English language abroad and to measure the progress of CIELS students. An institutional TOEFL program, unlike the international TOEFL program, is one set up by institutions for their own purposes; recycled tests are used; and, as a result, scores are not usually accepted for purposes of admission.

Over its ten-year-life, the institutional TOEFL program administered 16,000 tests in over 400 sessions conducted in seven cities in Pakistan. By orienting prospective participants to this type of test before they took the admissions TOEFL, the institutional TOEFL program contributed greatly to the overseas training of over 6,000 Pakistani professionals trained under 22 USAID-financed projects.

# C. In-country Management Training

In-country management training was originally planned to be the major component of the DST Project. As shown in the following Outputs Table, initial output targets for participant training were only 228, while over 1,600 were to be trained in-country. As indicated in the Table, the project was very successful in this component, yet it was participant training which had an explosive growth over what was planned and what became by the end of Phase I the major component of the project.

Output Indicators		Revised Output Targets	Actual Output
Public and private sector managers trained in-country in new or revised management programs		1,622	2,072
Short courses/workshops designed/developed/tested and integrated into host country institutions		78	107
Pakistanis from both public and private sector trained in-country as professional trainers.		50-75	725
Training institutions strengthened through technical assistance, faculty developments and commodities.		4	13
Participants trained in management and technical subjects in the U.S. or third country training programs.		3,725	6,000+
Women trained in-country management and entrepreneurship programs.		None	215
Pakistanis taught English for academic purposes(overseas training programs)		None	669
Number of TOEFL Tests given.		None	16,000
Secondary school graduates from Makran/Balochistan offered special ESL and vocational training in the U.S.		None	51

During Phase I the project achieved far in excess of its targets in three important areas: short courses integrated into host country institutions; in-country training of trainers; and in-country training of women in management and entrepreneurship. One example was assistance to the GOP's Youth Investment Programs (YIPS), a loan program to help young people establish businesses. DSTP sponsored a training of trainers program for YIPS staff and collaborated in the design of a course for new entrepreneurs which YIPS institutionalized.

# D. Institutional Strengthening

#### 1. Public Sector Institutions

DSTP contributed to the ability of selected public sector training institutions to impart quality training to mid and senior level officials by strengthening them in strategic needs-assessment and planning, program development, faculty development, enhancement of research and consultant capabilities, the use of modern management training methodologies, and with commodity support such as computers, training equipment, books and other materials.

Following an initial assessment of a number of institutions, the DST Project focused mainly on two established governmental and semi-governmental training institutions: (1) National Institute of Public Administration (NIPA), Lahore, Karachi and Quetta; and (2) Pakistan Institute of Management (PIM), Karachi (branch in Lahore). These training institutions were the ones which showed substantial interest in cooperating and were assessed to be ready for innovation and change.

DSTP's major efforts in NIPA/Karachi were in creating a center of expertise and training in the utilization of computers as a management tool and as an instruction and training tool. A management information systems program was also introduced which later became a major module in the long-term programs at both Karachi and Lahore. DSTP helped NIPA/Lahore to develop a clearinghouse for instructional materials and to develop competence in training of trainers workshops.

DSTP provided consultants to PIM to introduce or enhance major programs such as their senior short courses in Strategic Human Resources Management and Strategic Marketing, its Advanced Management Program and its highly successful and visible annual Chief Executive Officers course. Faculty development was also a product of these consultations.

#### 2. Lahore University of Management Sciences (LUMS)

In November 1984, leading business houses of Pakistan established the National Management Foundation (NMF). Their goal in so doing was to sponsor a private university of management sciences in Pakistan — one which would maintain international standards of excellence and one which would admit on merit solely and not ability to pay. In March 1986, the GOP granted a charter to the NMF to establish a university under the name, The Lahore University of Management Sciences.

LUMS began its operation as a graduate school of business administration in three rented buildings in September 1986 with a class of 48 students. Thirty-three of them graduated with MBA's in 1988 and all 33 joined premier institutions at high salaries. Feedback on their performance from their employers was excellent. At this point there was increasing pressure on LUMS to admit more students and introduce more programs — which was impossible given their space constraints. It became clear that LUMS needed its own permanent campus if it were to meet the need for management education at a national level. While the NMF had unprecedented success for Pakistan in private fund-raising, the funds at hand were still insufficient to meet their needs.

LUMS asked USAID for help to construct their campus. USAID came forward and granted LUMS \$10.0 million on a matching basis in March 1989 to enable NMF to construct academic facilities and to procure related equipment and furnishings; and to use up to 10 percent of the funds for operating support.

The NMF easily met the match; construction began; and in September 1993 enough of the campus was complete for LUMS to move and begin fall classes there. By the end of August

1994, the academic block, executive development center, services block, sewerage treatment plant, as well as the gate offices and boundary wall, external electrification and roads network and open parking area were complete and work underway on the dining center, faculty housing and covered parking area. Private funds to complete these are in hand; and fund raising has begun for both male and female student housing and a sports complex.

#### VII. LESSONS LEARNED

Major lessons learned during the course of project implementation are described below:

• The DSTP was too diverse a project. When the emphasis changed from in-country management training and institution strengthening to participant training after Phase I, the systems in place were not adequate but they were not changed accordingly.

When the DST Project was designed, the emphasis was to be on in-country management training and institution strengthening, with plans to send only 228 participants. The contract negotiated with AED at the time and the management procedures put in place were designed to match this emphasis. It was impossible to envision that AED would be processing participants from 22 projects and that their number would exceed 6,000. In keeping with the project's emphasis, logistics responsibilities for participant travel originally were kept in the Mission. By the end of Phase I, the emphasis had changed to participant training and 4,000 rather than 228 persons had been sent for training. The Mission was overwhelmed, so logistics arrangements for participants were added to a renegotiated contract. Certainly in hindsight, it would have been more efficient and simpler to close the contract after the completion of Phase I and begin a new one.

• The AED contract was a management nightmare, mostly as a result of having been negotiated to emphasize a different set of tasks than the ones the contractor ultimately was expected to perform.

At the time when the contract was awarded to AED the size of participant training was small, and the procedures in place were adequate. By the end of Phase I however, it had virtually exploded. Now the contractor found itself with 22 "bosses," its own project officer and the person responsible for participant training in each of the 21 other projects which bought management services from it. This, plus unnecessary paperwork such as unfunded PIO/Ps, which when the project was small helped the project officer track his funds but merely choked the system once the project grew so large, made the project/contract much more difficult to implement than it should have been.

• Requiring prospective participants to reach qualifying TOEFL levels prior to nomination would have lowered the attrition rate; resulted in more rapid implementation of training; and allowed for fuller use of training opportunities.

The DST Project experienced a pre-qualification attrition rate of 36 percent, due mainly to failure to qualify in the TOEFL or to medical disqualification. Under the Project, yearly training plans were comprised of slots for which individuals were nominated prior to fulfilling pre-training qualifications. As a result, some slots remained filled for months by nominees who never qualified; some went unused. While withdrawal for medical disqualification is beyond the control of program administrators, requiring TOEFL qualification prior to nomination is within their control. A requirement for pre-nomination TOEFL qualification would have prevented unnecessary work on a nominee who couldn't qualify; would have speeded training implementation; and would have resulted in more complete use of available training slots.

• In as large a participant training program as Pakistan's, a user-friendly database integrated into the daily work of program administrators is an essential tool for monitoring work progress and for accurately reporting training achievements.

Database management is an integral part of participant training administration and reporting. The timeliness and quality of information entered in the training database should be reviewed frequently. Much more than a record keeper, a training database can be used to generate standard reports, form letters, and statistics for analysis. The more integrated it is into daily work, the more useful the database will be.

Training activity under the project was underway before use of computers in HRD administration was common, yet it extended into the age of HRD computerization. In the latter years of DSTP, the Participant Training Data System (PTDS) tracked participant funding and expenditures. Although in this way DSTP was able to bridge the gap, in highsight, not all of the information needs of the project were anticipated from the outset. HRD administrators should anticipate information needs and code data fields wherever possible.

• A participant training program is labor-intensive. Adequate and wise staffing is important to achieve the most successful individual training experiences and to accomplish the most from the overall training program.

Sufficient staffing to administer a participant training program must be maintained if participants are to receive adequate attention to their training progress and enter and exit the training process in a timely way. When made on a case-by-case basis, decisions regarding additional funding for participant programs relating to equipment, research materials, or increased training duration enhance the attention to the individual needs of participants. Consequently, the labor intensity of administration is increased and more staff are needed.

While much of the administrative work of participant training is routine, the participants themselves and situations they present rarely are. Staff must be well-rounded professionals with problem solving, time management, communication and computer skills, as well as a great deal

of diplomacy.

- To realize the goal of using participant training to build agents-of-change, the following recommendations come from the team which implemented the DSTP.
- In tradition-bound institutions, scattered reformers have little prospect of achieving systemic change. Demonstrated commitment to change may be a reasonable condition to an organization's right to nominate participants.
- Requiring courses in management as standard program elements for Fellows in non-management fields may help them to become more effective agents-of-change. Similarly, Fellows who are members of university faculties can benefit from training in instructional methods, in addition to training in their research disciplines. All Fellows and Associates should return familiar with computers and computerized systems.
- Special arrangements and quotas may be considered to offset social and bureaucratic obstacles to women's participation in international training.
- International training builds a sense of membership in a global community of professionals. Support to same-country participant networking during training -- such as through seminars or a newsletter -- may help strengthen national ties.

#### VIII. SUSTAINABILITY

Sustainability refers to the potential of an investment to generate lasting benefits. In other words, will USAID's DST Project in Pakistan be able to continue producing benefits streams once external funding ceases? The answer to this question is discussed in two areas of project implementation: (1) institutional building, and (2) participant training.

# A. <u>Institutional Building</u>

The project's efforts have surely upgraded the professional capabilities of the established training institutions of Pakistan, such as (1) National Institute of Public Administration located at Lahore, Karachi, and Quetta; and (2) Pakistan Institute of Management, at Karachi and Lahore. The Project assisted these institutions in their faculty developments, providing commodities, in curriculum design and development, and in the collaborative presentation of the pilot cycles of courses. These project's efforts are sustained in a way that the Pakistani instructors had assumed full responsibility for revising and presenting all subsequent courses. The professional qualities of these training institutions are strengthened and they are serving the country more efficiently and effectively by imparting quality training to mid and senior level officials in management and technical subjects both in public and private sectors.

Under a separate component of the project, USAID funded construction of a new campus for the private Lahore University of Management Science (LUMS), the country's premier graduate school of business. Financial sustainability is an important rationale for the new, large campus, since a larger student body together with continued implementation of LUMS's rather high tuition regime have ensured sustainability and continued high instructional quality.

#### B. Participant Training

Surely no investment pays greater returns toward sustaining growth and development in a country than the enhancement of skills of its human capital. Since the USAID program in Pakistan began in 1951, nearly 10,000 Pakistanis have been sponsored for long or short-term training in the U.S. or a third country: one-third of them in the period 1951-1982 and two-thirds under the DSTP in the period 1983-1994.

Comments from the participants themselves, taken from their written evaluations, speak eloquently on the subject of what their training means for the future of Pakistan.

#### 1. Personal and Professional Development

I have learned what kind of teaching is adequate for children regarding their age level, how technology should be integrated in the curriculum, and how to achieve the goal of improving education in my country.

Besides the subject matter learned, there are other things like working together in groups, organizing, learning to work well under pressure with different people which were a very useful learning experience and can be used to improve working conditions and efficiency in Pakistan.

I gained information on agricultural practices in other lesser developed countries and rural development experiences in other parts of the world. I've become more environment conscious and feel I'm now in a better position to see the long-term environmental effects of agriculture projects I'll be working on back home.

#### 2. Desire to Innovate

I will use data analysis skills to do research in different areas relating to population problems. My particular area of interest is migration in addition to evaluation of population programs in Pakistan. Pakistan has a lack of female professionals in the field of demography. Now, having this training, I would be able to work on such issues relating to females.

I am now in a better position to serve professionally for my work and country in planning, implementing, and applying new techniques in development projects. I will introduce modern forestry techniques obtained through my training to my work place and try to manage the natural resources appropriately.

A network of roads is required to be constructed in Arid Regions of Sindh Arid Zone. This training will be beneficial in planning, designing, and constructing the road network.

Being a sixth grade teacher, I intend to apply co-operative learning to my teaching. Also, I have gained a lot of insight on administration and management, and perhaps I will move towards administration within the next few years. I am already a part of our Administrative Committee and intend to share all the new ideas with our staff in the form of informal workshops.

#### 3. Post-Training Accomplishments

After earning a masters degree from Carnegie Mellon University, Pittsburgh, PA in 1985-86, I opted for an academic setting to utilize my new learning/capacities. During four years as a faculty member, I was able to introduce case-study methodology in the training program of the District Management Group trainees at the Civil Services Academy (which provides initial/basic training to university graduates selected competitively at the middle level of the federal civil service). I also took up part-time teaching in the following courses at the Punjab University's masters program in public administration (i) Ideas and Issues in Administration, (ii) Comparative Administration, (iii) Organizational Theory and Behavior. In the process, over the last two to three years, I have, to the best of my ability, spread the value of rationality and efficiency to counter balance traditions and personal/family interests.

My training was extremely well conceived and executed. My course coordinator at Southern Tech. did an extremely good job of condensing a four-year degree program in apparel management in three months that I was there. I was exposed to almost all branches of the subject. The skills/technologies I learned are being utilized in some garment factories in Karachi. However, my exposure to them proved an eye-opener for me. Before going on this course, I had absolutely no knowledge of the latest techniques in apparel production. I am now in the process of gradually introducing new techniques that I learned in the U.S. I hope to eventually expand my business and enter the export market also. Expansion of my business will not only help me personally but will create job opportunities and earn valuable foreign exchange for Pakistan.

My most significant achievement related to my USAID training has been to work independently as Producer/Director of individual programs and documentaries. Five of my motivational films have been aired on N.T.M. and two music programs have been approved. I have also made a documentary for "Efroze Chemicals" which they liked. I have to go a long way, but I sincerely feel I've made a good start, thanks to the USAID scholarship.

My program has given me new confidence. I have a better job in an export company, and I have been promoted this month to the position of Manager Operations. I am able to perform my responsibilities better because of my training and the courses I took. This has led to an increase in the export order (knitwear), which will eventually benefit the country.